



## Haut Gap Middle

1861 Bohicket Road

Johns Island, SC 29455

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	207 Students	
<b>Principal</b>	Paul H. Padron	843-559-6418
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

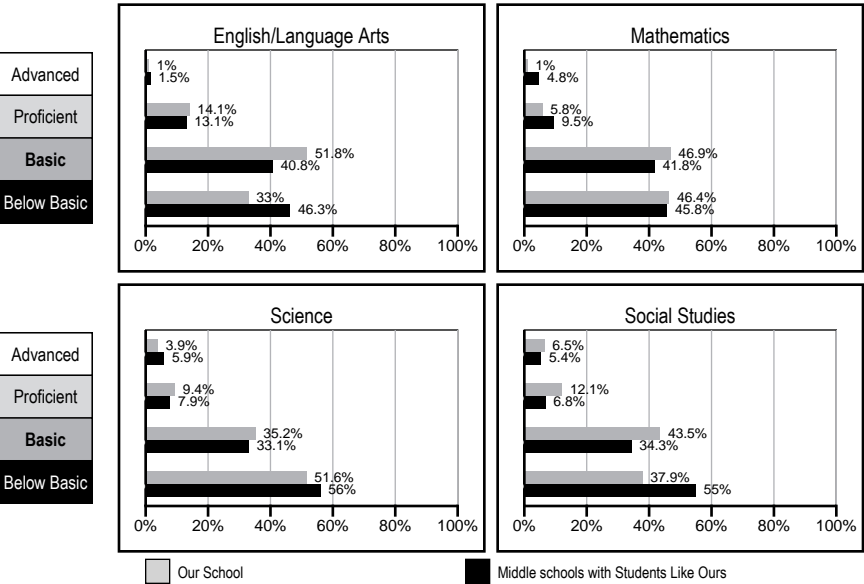
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	42

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	87.5	86.9
English 1	0	84.1
Physical Science	0	35.2
All Subjects	87.5	84.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=207)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	37.4%	Up from 24.3%	11.9%	19.4%
Retention rate	4.4%	Down from 5.0%	2.6%	1.8%
Attendance rate	96.0%	Up from 95.1%	95.2%	95.8%
Eligible for gifted and talented	9.6%	Down from 10.0%	6.9%	15.3%
With disabilities other than speech	12.0%	Down from 13.1%	13.5%	12.9%
Older than usual for grade	3.4%	Down from 4.7%	5.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.7%	Up from 5.1%	0.6%	0.7%
Annual dropout rate	1.0%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	50.0%	Up from 45.8%	53.8%	55.0%
Continuing contract teachers	45.5%	Down from 50.0%	54.8%	70.6%
Teachers with emergency or provisional certificates	21.4%	Up from 11.1%	18.4%	5.4%
Teachers returning from previous year	77.0%	Up from 70.9%	76.9%	83.4%
Teacher attendance rate	96.3%	Up from 96.1%	94.7%	94.9%
Average teacher salary	\$41,714	Up 5.3%	\$43,315	\$44,706
Professional development days/teacher	7.0 days	Down from 17.7 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 19.9 to 1	16.5 to 1	20.1 to 1
Prime instructional time	91.4%	Up from 89.9%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	51.4%	Down from 90.8%	95.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$9,802	Up 25.9%	\$8,372	\$7,097
Percent of expenditures for instruction*	58.5%	Down from 61.5%	64.4%	64.4%
Percent of expenditures for teacher salaries*	53.8%	Down from 54.3%	57.4%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

It has been a wonderful year of new beginnings at Haut Gap Middle School. A change in administration and several new faculty members have brought innovative ideas for improvement in student achievement. With a population of just over 200 students, Haut Gap Middle is located in the fast-growing, rural community of John's Island. The community atmosphere of the school provides for a caring and safe learning environment, and the incredible students make Haut Gap Middle School a special place to learn. Our faculty and staff are determined to provide a rigorous academic program to meet the needs of each and every student. Although Haut Gap has been rated unsatisfactory in the past, the current efforts of Haut Gap's students and their teachers have resulted in exciting trends that show consistent growth in math and reading proficiency. Measures of Academic Progress (MAP) testing data indicate that Haut Gap students are showing positive movement toward Basic, Proficient, and Advanced performance levels on PACT.

The primary goal of Haut Gap Middle is increased student achievement. In that spirit, a number of programs and strategies have been put into place. Our alliance with the Environmental Immersion Program has been effective in connecting context throughout all content areas, while the Avid program has been implemented to increase student enrollment in honors classes. Math and reading skills have been strengthened using the computer-assisted instructional programs of Academy of Reading, Academy of Math, and Read 180. In addition, full implementation of the 6 Traits+1 Writing Program has resulted in substantial gains in student writing. Our emphasis on the implementation of effective instructional strategies includes increased use of the latest technology in instruction. We are also excited to have been selected by the district to pursue a course of action toward becoming a partial magnet school of choice.

Olivia Burch, SIC Chairperson  
Paul H. Padron, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	70	46
Percent satisfied with learning environment	82.6%	69.6%	64.4%
Percent satisfied with social and physical environment	79.2%	71.4%	69.8%
Percent satisfied with school-home relations	43.5%	80.0%	77.3%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.7%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	207	100	33	51.8	14.1	1	29.8	53.5	48.2	Yes	Yes
<b>Gender</b>											
Male	109	100	48	48	4	0	16	47.3	41.7	N/A	N/A
Female	98	100	16.5	56	25.3	2.2	45.1	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	17	100	33.3	60	6.7	0	40	77.6	60	I/S	I/S
African American	170	100	30.4	51.9	16.5	1.3	31.6	32.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	20	100	55.6	44.4	0	0	5.6	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	78.3	21.7	0	0	4.3	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	52.9	47.1	0	0	5.9	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	173	100	35.2	50	13.6	1.2	29	33	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	207	100	47.1	46.6	5.2	1	11	49.7	45.8	No	Yes
<b>Gender</b>											
Male	109	100	46	48	6	0	12	49.5	45.6	N/A	N/A
Female	98	100	48.4	45.1	4.4	2.2	9.9	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	17	100	33.3	53.3	6.7	6.7	13.3	75.6	59	I/S	I/S
African American	170	100	48.1	46.8	4.4	0.6	10.1	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	20	100	50	38.9	11.1	0	16.7	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	82.6	17.4	0	0	4.3	20.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	47.1	41.2	11.8	0	17.6	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	173	100	48.8	46.9	3.7	0.6	9.3	28.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	138	100	51.6	35.2	9.4	3.9	13.3	39.2	35.7	96	96
<b>Gender</b>											
Male	71	100	53.8	33.8	9.2	3.1	12.3	40.8	37.4	95.5	95.8
Female	67	100	49.2	36.5	9.5	4.8	14.3	37.6	33.8	96.4	96.1
<b>Racial/Ethnic Group</b>											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93.6	96.1
African American	116	100	54.5	32.7	10	2.7	12.7	15.3	17	96.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	15	100	46.2	46.2	7.7	0	7.7	26	24.9	95.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
<b>Disability Status</b>											
Disabled	15	100	78.6	21.4	0	0	0	16.6	14	93.7	94.7
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	93.9	96.2
<b>English Proficiency</b>											
Limited English Proficient	13	100	41.7	50	8.3	0	8.3	26.5	24.4	95.6	96.3
<b>Socio-Economic Status</b>											
Subsided meals	114	100	52.8	38	7.4	1.9	9.3	17.1	21.1	95.8	95.5

**Social Studies**

All Students	139	100	37.9	43.5	12.1	6.5	18.5	40.2	34	96	96
<b>Gender</b>											
Male	76	100	38.2	45.6	8.8	7.4	16.2	42	36.6	95.5	95.8
Female	63	100	37.5	41.1	16.1	5.4	21.4	38.3	31.3	96.4	96.1
<b>Racial/Ethnic Group</b>											
White	16	100	21.4	28.6	21.4	28.6	50	63.3	44.5	93.6	96.1
African American	112	100	39.6	45.5	11.9	3	14.9	19.1	19.1	96.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	11	100	44.4	44.4	0	11.1	11.1	29.3	27.5	95.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
<b>Disability Status</b>											
Disabled	15	100	64.3	35.7	0	0	0	18.2	14.4	93.7	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	93.9	96.2
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	95.6	96.3
<b>Socio-Economic Status</b>											
Subsided meals	114	100	41.7	41.7	10.7	5.8	16.5	20.1	21	95.8	95.5

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	65	98.5	25	51.7	23.3	0	23.3
	7	75	100	43.7	43.7	12.7	0	12.7
	8	114	100	53.7	36.1	10.2	0	10.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	62	100	35	45	18.3	1.7	20
	7	70	100	31.1	50.8	16.4	1.6	18
	8	75	100	32.9	58.6	8.6	0	8.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	65	100	24.6	55.7	18	1.6	19.7
	7	75	100	32.4	60.6	5.6	1.4	7
	8	114	100	63.9	31.5	4.6	0	4.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	62	100	53.3	40	6.7	0	6.7
	7	70	100	45.9	44.3	6.6	3.3	9.8
	8	75	100	42.9	54.3	2.9	0	2.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	33	100	35.5	38.7	19.4	6.5	25.8
	7	75	100	45.1	36.6	12.7	5.6	18.3
	8	58	100	61.4	29.8	5.3	3.5	8.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	30	100	63.3	30	6.7	0	6.7
	7	70	100	41	39.3	11.5	8.2	19.7
	8	38	100	59.5	32.4	8.1	0	8.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	32	100	16.7	50	26.7	6.7	33.3
	7	75	100	56.3	35.2	2.8	5.6	8.5
	8	56	100	51	45.1	3.9	0	3.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	32	100	26.7	40	16.7	16.7	33.3
	7	70	100	54.1	31.1	11.5	3.3	14.8
	8	37	100	18.2	69.7	9.1	3	12.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample